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ABSTRACT

A survey of Alaska high school seniors was conducted in fall 1982 to determine students' opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, general demographic information, their plans after high school graduation, and specific postsecondary plans. A total of 3,505 (60 percent) of the seniors, completed the questionnaire. A comparison of college-bound and noncollege-bound students covers the following areas: sex, race, school size, household income, grades earned, and occupational choice. For college-bound students, information is presented on the state in which they planned to pursue their postsecondary education, colleges in Alaska they planned to attend, reasons for institutional choice, their familiarity with financial aid, and plans to return to Alaska for those seniors who planned to attend college out of state. Findings include that (1) many seniors expressed a need for assistance in improving mathematics skills and in developing career or educational plans, and (2) seniors who had higher household incomes and who earned higher grades were more likely to plan postsecondary education than were other seniors. A questionnaire is appended. (SW)

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ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

JUNE, 1983

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INTRODUCTION

Historically, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the sixth in the series.

During the fall of the 1982-83 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the state and for improving student counseling and advisement.

METHODOLOGY

A written questionnaire, consisting of eighteen questions, was sent to all 215 Alaska public and private schools identified as having a twelfth grade.

For 1982-83, it was estimated that there were 5,830 students enrolled in the twelfth grade in Alaska. Of these 5,830 seniors, 3,505, or 60 percent, responded to this survey. Slightly more than a third (1,306, or 37 percent) were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 6 percent, Juneau for 3 percent, and the remainder of the students in the state accounted for 54 percent.

Our general groupings of questions were included in the questionnaire.

These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the postsecondary plans of the respondent (occupational choices, choice of college, post-high school plans, etc.); and
4. those describing the more detailed plans of that group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a highly representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (52 percent) and half were female (48 percent); 67 percent were Caucasian, 22 percent were Alaska Native, 3 percent were Black, and small percentages were Oriental, Hispanic, or other; 72 percent indicated annual family incomes of \$15,000 or more; 56 percent indicated annual family incomes of \$25,000 or more; and 93 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 22 to 30).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Counseling and Guidance Services, Athletic and Recreational Facilities, Library and Learning Center Facilities, and Vocational Training, as indicated in Table 1. This response is very similar to the responses of recent years. Also consistent with responses from past years were those characteristics receiving the least number of "outstanding" responses.

They were Grades, Marks, or Promotion Policy, School Rules and Discipline, and Variety of Courses. It is interesting to note that Laboratory Facilities was separated out for the first time this year and it received the lowest number of "outstanding" responses.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Counseling and Guidance Services	1,212	34.6
Athletic & Recreation Facilities	1,206	34.4
Library, Learning Center Facilities	1,001	28.6
Vocational Training	981	28.0
Quality of Instruction	830	23.7
Special Help for Students	794	22.7
Variety of Courses	744	21.2
School Rules, Regulations, & Discipline	685	19.5
Grades, Marks, Promotion Policy	529	15.1
Laboratory Facilities	436	12.4
Overall High School Experience	1,066	30.4

Table 2 presents the "poor" responses to the high school characteristics. As was true for the past two years, Quality of Instruction, Vocational Training, and Grades, Marks, or Promotion Policy received the fewest "poor" ratings. School Rules, Regulations, and Discipline, Laboratory Facilities, Counseling and Guidance Services, and Athletic and Recreation Facilities received the highest number of "poor" ratings.

TABLE 2
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	849	24.2
Laboratory Facilities	809	23.1
Counseling and Guidance Services	501	14.3
Athletic & Recreation Facilities	475	13.6
Library, Learning Center Facilities	473	13.5
Variety of Courses	466	13.3
Special Help for Students	446	12.7
Grades, Marks, Promotion Policy	286	8.2
Vocational Training	285	8.1
Quality of Instruction	228	6.5
Overall High School Experience	344	9.8

Although 83.4 percent of the seniors rated their overall high school experiences as "average" or "outstanding", this represents a decrease from last year when nearly 90 percent of the seniors did so. While it is encouraging that a substantial number of seniors indicated general satisfaction with their high school experiences, the Commission will pay special attention to this response in subsequent surveys to see if the downward trend continues. A more complete listing of responses to high school experiences and characteristics may be found in Table 27 of Appendix B.

A comparison of Tables 1 and 2 shows that Counseling and Guidance Services again evoked strong responses from the seniors. It ranked highest in "outstanding" ratings and third highest in "poor" ratings. Even so, 80 percent of the seniors rated Counseling and Guidance Services as "average" or "outstanding". It is also apparent that Laboratory Facilities evoked strong negative responses; it ranked lowest in "outstanding" ratings and second highest in "poor" ratings.

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 200 students or fewer; large schools had more than 200 students. Table 3 shows the percentages of "outstanding" responses for small and large schools. In almost every case, seniors from large schools had greater percentages than those from small schools. In particular, there were considerable differences in the categories of library, learning center facilities and variety of courses.

PERCENTAGES OF "OUTSTANDING" RESPONSES
FOR VARIOUS CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Counseling and Guidance Services	57.7	23.9
Athletic & Recreation Facilities	36.9	28.5
Vocational Training	28.6	24.5
Library, Learning Center Facilities	33.4	12.8
Special Help for Students	23.8	18.7
Quality of Instruction	23.9	20.6
Variety of Courses	24.7	9.1
School Rules, Regulations, Discipline	18.6	22.6
Grades, Marks, Promotion etc.	14.8	14.8
Laboratory Facilities	13.6	9.1
Overall High School Experience	22.2	15.8

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 4 shows that over half of the seniors felt a need for more assistance in mathematics and career planning and approximately 40 percent indicated a need for assistance in the areas of writing and reading. It should be noted that, in relation to last year's responses, a higher percentage of seniors expressed a need for additional assistance in all four areas. In writing, the percentages increased over 5 points from 34.8 percent to 39.8 percent, and in math the percentage change was from 46.8 to 50.9.

TABLE 4
 SENIORS' EXPRESSED NEED FOR FURTHER
 ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,362	39.8	2,058	60.2	3,420
Improving reading skills	1,443	42.1	1,981	57.9	3,424
Improving math skills	1,755	50.9	1,691	49.1	3,446
Deciding on Career/Education	1,738	50.6	1,700	49.4	3,438

Those seniors planning to attend a postsecondary educational institution (technical, business, two- or four-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or those who were undecided about post-graduation plans. These data are presented in Table 5 and also reflect the opinion that the greatest need for those seniors planning to work was for additional assistance in career planning. Moreover, there was a substantial percentage increase of those seniors planning to work and needing assistance when compared to last year's survey. In particular, the percentage of seniors planning to work and needing assistance in writing increased from 27.8 to 36.7. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 5
 SENIORS EXPRESSING NEED FOR FURTHER ASSISTANCE IN SELECTED
 AREAS BY INDICATED POST-HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	757	35.8	1,357	64.2	2,114
Improving reading skills	817	38.6	1,300	61.4	2,117
Improving math skills	1,049	49.3	1,080	50.7	2,129
Deciding on Career/Education	1,006	46.4	1,117	53.6	2,123
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	515	46.7	587	53.3	1,102
Improving reading skills	534	48.4	569	51.6	1,103
Improving math skills	595	53.6	516	46.4	1,111
Deciding on Career/Education	623	56.7	480	43.3	1,103

As a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than \$25,000 indicated that they needed assistance in improving math skills and deciding on career or continuing education. There is little difference between the students whose yearly household income was between \$25,000 and \$40,000 and those students who came from a household whose income was over \$40,000. These data are presented in Table 6. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students irrespective of family income.

TABLE 6
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER \$25,000		\$25,000 TO \$40,000		OVER \$40,000	
	No.	%	No.	%	No.	%
Expressing ideas in writing	535	45.3	294	36.5	388	33.2
Improving reading skills	566	48.0	317	39.4	416	35.6
Improving math skills	677	57.4	380	47.2	516	44.1
Deciding on Career/Education	658	55.8	383	47.6	537	45.9

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 28.

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed for the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

The responses to the question concerning the post high school plans of seniors are contained in table 7. The percentage of those planning to continue with some form of postsecondary education has increased steadily, the past several years, from 56.5 in 1980 to 61.6 this year.

The number of seniors not planning any postsecondary education was 1,348, or 38.4 percent of the total respondents. However, it should be noted that this number includes 377 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could increase.

TABLE 7
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,400	40.0
Attend a 2-Year College	408	11.6
Attend a Vocational-Technical School	349	10.0
Enter Into Apprentice Training	103	2.9
Become a Full-Time Homemaker	33	0.9
Join the Military	140	4.0
Get a Full-Time Job	480	13.7
Don't Know Yet	377	10.8
Other	215	6.1
Total	3,505	100.0

D. Similarities and Differences Between Those Seniors Planning
Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 8, one can see that certain activities are more likely for one sex than the other. For instance, 65.2 percent of female seniors intend to enroll in some form of postsecondary education, while 58.3 percent of male seniors have the same intention. A larger difference can be seen when focusing upon two or four-year postsecondary institutions. 57.8 percent of female seniors intend to enroll in either a two-year or four-year college, while only 46.0 percent of the male seniors express the same desire.

TABLE 8
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	656	55.7	752	44.6
Attend a 2-Year College	190	10.3	216	13.2
Attend a Vocational-Technical School	225	12.3	122	7.4
Subtotal	1,071	58.3	1,070	65.2
Enter Into Apprentice Training	72	3.9	30	1.8
Become a Full-Time Homemaker	8	0.4	25	1.5
Join the Military	116	6.3	24	1.5
Get a Full-Time Job	252	13.8	224	13.6
Don't Know Yet	210	11.5	164	10.0
Other	107	5.8	105	6.4
Subtotal	765	41.7	572	34.8
Total	1,836	100.0	1,642	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 9, almost 49 percent of Alaska Natives intend to pursue some type of postsecondary education, while 60 percent and 66 percent of Black and Caucasian seniors, respectively, indicated the same desire. A slightly different picture emerges when this year's seniors are compared to last year's. The percentage of Alaska Natives intending to pursue some type of postsecondary education increased from 42 to 49 percent. On the other hand, the percentage of Black seniors with that intent decreased significantly, from 73 to 60 percent. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group, and they also had a higher percentage of those planning to enter into apprentice training.

TABLE 9
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

Activity	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4 Year College	188	24.0	40	38.1	1,070	45.6	102	38.1
Attend a 2-Year College	90	11.4	16	15.2	269	11.5	33	12.3
Attend a Vocational- Technical School	105	13.5	7	6.7	209	8.9	28	10.4
Subtotal	383	48.7	63	60.0	1,548	66.0	163	60.8
Enter Into Apprentice Training	35	4.4	2	1.9	56	2.4	10	3.7
Become a Full-Time Homemaker	5	0.6	1	1.0	25	1.1	2	0.7
Join the Military	42	5.3	10	9.5	74	3.2	14	5.2
Get a Full-Time Job	102	13.0	18	17.1	330	14.0	30	11.3
Don't Know Yet	170	21.6	5	4.8	175	7.5	27	10.1
Other	50	6.4	6	5.7	137	5.8	22	8.2
Subtotal	404	51.3	42	40.0	797	34.0	105	39.2
Total	787	100.0	105	100.0	2,345	100.0	268	100.0

School Size. There is a striking difference between those seniors planning to attend a four-year college and those seniors undecided about their future when differentiating by size of school they attend. Table 10 shows that only 26.2 percent of seniors from small schools plan to attend a four-year college compared to 43.6 percent of seniors from large schools. Moreover, 21.4 percent of seniors from small schools do not know what they plan to do after graduation compared to only 8.1 percent from large schools.

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY
AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN
WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,174	43.6	190	26.2
Attend a 2-Year College	320	11.9	77	10.6
Attend a Vocational- Technical School	257	9.6	86	11.8
Subtotal	1,751	65.1	353	48.6
Enter into Apprentice Training	65	2.4	35	4.8
Become a Full Time Homemaker	25	0.9	5	0.7
Join the Military	94	3.5	41	5.6
Get a Full-Time Job	376	14.0	89	12.2
Don't Know Yet	218	8.1	155	21.4
Other	162	6.0	49	6.7
Subtotal	940	34.9	374	51.4
Total	2,691	100.0	727	100.0

Household Income. Annual household income has continued to relate strongly to specific postsecondary plans of the seniors over the past four years. A comparison was made of the responses of those seniors from

households with annual incomes of less than \$25,000, \$25,000 to \$40,000, and more than \$40,000. The results of this comparison are presented in Table 11. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a four-year college. This, however, does not hold true for attendance at two-year colleges or vocational/technical schools. In fact, the higher the household income, the less likely it is for seniors to attend vocational/technical schools. Also, as household income increases, uncertainty about postsecondary plans decreases. Almost 17 percent of those seniors whose household incomes were less than \$25,000 indicated that they did not know what they intended to do after graduation, while considerably less than 10 percent of those students from households in higher income brackets expressed the same uncertainty.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER \$25,000		\$25,000-\$40,000		OVER \$40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	219	27.1	355	44.1	628	53.8
Attend a 2-Year College	139	11.8	101	12.5	124	10.6
Attend a Vocational/Technical School	141	11.9	82	10.2	81	6.9
Subtotal	599	50.8	538	66.8	833	71.3
Enter Into Apprenticeship Training	49	4.2	18	2.2	25	2.1
Become a Full-Time Homemaker	16	1.4	9	1.1	4	0.3
Join the Military	62	5.3	33	4.1	34	2.9
Get a Full-Time Job	185	15.6	95	11.9	132	11.3
Don't Know Yet	198	16.7	63	7.8	78	6.7
Other	71	6.0	49	6.1	63	5.4
Subtotal	581	49.2	267	33.2	336	28.7
Total	1,180	100.0	805	100.0	1,169	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past two years, those seniors who earned mostly A's and B's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As table 12 indicates, nearly 84 percent of those seniors earning mostly A's planned to go on for more schooling, while considerably smaller percentages are evident for seniors with lower grades. There is, however, a slight but steady upward trend of seniors with lower grades planning to attend postsecondary institutions. For seniors earning mostly B's, the percentage planning to go on for more schooling increased from 64.3 to 66.6 from 1981 to 1983. For seniors earning mostly C's, the percentage change was from 42.3 to 48.2, and for seniors earning grades below C, the percentage change was from 21.2 to 23.9.

TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	388	71.0	751	46.0	254	21.2	5	4.6
Attend a 2-Year College	50	9.2	202	12.3	145	12.1	10	9.2
Attend a Vocational Technical School	19	3.5	135	8.3	179	14.9	11	10.1
<u>Subtotal</u>	<u>457</u>	<u>83.7</u>	<u>1,088</u>	<u>66.6</u>	<u>578</u>	<u>48.2</u>	<u>26</u>	<u>23.9</u>
Enter Into Apprentice Training	1	1.3	41	2.5	50	4.2	5	4.6
Become a Full-Time Homemaker	2	0.4	16	1.0	11	0.9	4	3.7
Join the Military	5	0.9	57	3.5	71	5.9	6	5.5
Get a Full-Time Job	21	3.8	186	11.4	241	20.2	50	27.5
Don't Know Yet	37	6.8	158	9.7	160	13.3	18	16.5
Other	17	3.1	87	5.3	88	7.3	20	18.3
<u>Subtotal</u>	<u>89</u>	<u>16.3</u>	<u>545</u>	<u>33.4</u>	<u>621</u>	<u>51.8</u>	<u>83</u>	<u>76.1</u>
<u>Total</u>	<u>546</u>	<u>100.0</u>	<u>1,633</u>	<u>100.0</u>	<u>1,199</u>	<u>100.0</u>	<u>109</u>	<u>100.0</u>

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management and Computer Programming are solidly the most popular choices by the seniors. Aviation Careers was also very popular. The top four choices in descending order of popularity, were:

<u>First Preference</u>	<u>Second Preference</u>
Business Management	Computer Programming
Computer Programming	Business Management
Education	Aviation Careers
Aviation Careers	Social Sciences

The occupational preferences varied quite markedly between the sexes, with the exception of Business Management. The male seniors preferred the more technical and trade occupations while Elementary/Secondary education is clearly the choice of female seniors. The top four choices, in descending order of popularity, for male and female seniors were:

<u>Male Seniors</u>	<u>Female Seniors</u>
Computer Programming	Elementary/Secondary Education
Business Management	Business Management
Automotive Repair	Office Occupations
Heavy Equipment Operation	Accounting

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, there seemed to be no particular patterns of occupational preference based upon race. Indeed, for Black, Hispanic, and Oriental students, no clear preference for occupational choices were evident. The top choices for Alaska Native and Caucasian seniors were:

Alaska Native

Business Management
Commercial Fishing
Accounting
Elementary/Secondary Education

Caucasian

Business Management
Computer Programming
Elementary/Secondary Education
Business & Commerce, General

Seniors Planning Postsecondary Education

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was fairly consistent at about 2,150 in response to a number of cross check items (such as income levels, sex, and race), the total number of seniors responding to specific questions on schooling increased to 2,700. This increased figure is assumed to include not only those seniors with firm post high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The evidence is clear that Alaska has increasingly become a more popular choice the past four years. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and this year the percentage is 42.7 percent. Table 13 provides detailed information regarding where the students intend to pursue their postsecondary education activities. As in previous years, Washington, California, Oregon, and Colorado are the most popular states for those seniors who intend to enroll in institutions out-of-state.

TABLE 13
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	1,190	42.7
Washington	300	10.8
California	296	10.6
Oregon	152	5.5
Hawaii	112	4.0
Colorado	110	3.9
Arizona	78	2.8
Texas	54	1.9
Montana	42	1.5
Idaho	41	1.5
Utah	35	1.3
Other*	376	13.5
Total	2,786	100.0

*Including foreign.

When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 14. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's and C's while in high school, but this distribution is largely due to the normal distribution of all seniors (also presented in Table 14). It should be noted, however, that the percentage of seniors planning to attend school in Alaska, and who earned mostly A's, is steadily increasing. In 1980-81 the percentage was 8.8, in 1981-82, 12.6 percent, and this year it is 14.3 percent.

TABLE 14
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED
STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	COLORADO	ALL SENIORS
Mostly A's	14.3	23.5	18.4	24.0	19.1	15.7
Mostly B's	50.3	50.2	59.9	46.0	39.1	46.8
Mostly C's	33.8	23.9	20.4	27.7	39.1	34.4
Below C's	1.6	2.4	1.3	2.3	2.7	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside". This is presented in Table 15 and differs from Table 14 in that the question addressed in Table 15 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 14 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 15, it was discovered that 66.5 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. It is very significant that this

percentage has declined sharply over the past three years; in 1980-81, 83.7 percent of the seniors earning mostly A's planned postsecondary education "outside" of Alaska.

TABLE 15
PERCENTAGE DISTRIBUTION OF SENIORS BY
GRADES EARNED IN HIGH SCHOOL AND BY
PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	33.5	66.5	100.0
Mostly B's	43.1	56.9	100.0
Mostly C's	48.3	51.7	100.0
Below C's	34.6	65.4	100.0

It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intend to enroll in an institution of Alaska, the most important reason was the "availability of program" followed closely by "reputation or prestige of the school". This finding parallels very closely the research regarding "brain drain" in other states. As noted in last year's report, Maryland provides a good example of that research. The Maryland State Board for Higher Education conducts an annual survey of high school seniors who were semi-finalists in the National Merit and National Achievement competition. They find that the most important factor in college choice cited by students going out of state is "institutional reputation". Having a quality program in the student's major is the second most important reason.

For those Alaskan students who intend to enroll in institutions within the state, the most important reason was "low tuition and expenses" and the second most important reason was "program availability".

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 36 percent of the responding seniors indicated the University of Alaska-Fairbanks, followed by the University of Alaska-Anchorage, with 17 percent. The responses to this question are presented in Table 16.

It is interesting to note that the fourth and sixth most popular institutional choices of the seniors were the Alaska Vocational Technical Center at Seward and the Alaska Business College in Anchorage, respectively. This pattern is consistent over several years and the survey continues to show that these two institutions, which are dedicated to preparing persons for employment in selected occupational and career fields, have strong drawing power.

TABLE 16
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	148	12.4
Chukchi Community College	5	0.4
Kenai Peninsula Community College	30	2.5
Ketchikan Community College	5	0.4
Kodiak Community College	4	0.3
Kuskokwim Community College	15	1.3
Matanuska-Susitna Community College	14	1.2
Northwest Community College	3	0.3
Prince William Sound Community College	4	0.3
Sitka Community College	7	0.6
Tanana Valley Community College	7	0.6
Extension Center Near Home	3	0.3
COMMUNITY COLLEGE SUBTOTAL	245	20.6
University of Alaska-Anchorage	201	16.9
University of Alaska-Fairbanks	432	36.3
University of Alaska-Juneau	17	1.4
UNIVERSITY CENTER SUBTOTAL	650	54.6
Alaska Bible College	9	0.8
Alaska Pacific University	68	5.7
Sheldon Jackson College	38	3.2
PRIVATE COLLEGE SUBTOTAL	115	9.7
Alaska Business College	54	4.4
Alaska Vocational Technical Center at Seward	78	6.6
Trade, Technical School	21	1.8
Hutchison Career Center	12	1.0
Kotzebue Technical Center	15	1.3
OCCUPATIONAL SCHOOL SUBTOTAL	180	15.1
Total	1,190	100.0

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 16 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were "availability of program", "closeness to home", and "reputation or prestige of school". This was followed closely by "low tuition and living expenses" and "geographic location". "Availability of program" stands out because of the large number of seniors indicating it as the most important reason for attending school. (See Table 17.) Also, it has continued to be the top choice since 1978. The least important determinants of college selection for the seniors were "friends will be there," "religious atmosphere," "close to home," and "sorority/fraternity/student organizations on campus".

TABLE 17
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Availability of Program	611	24.0	246	9.4	58	2.3
Close to Home	308	12.0	323	12.4	292	11.5
Reputation or Prestige of School	284	11.1	206	7.9	134	5.3
Low Tuition and Living Expenses	272	10.6	255	9.8	143	5.6
Geographic Location	260	10.2	382	14.7	211	8.3
Encouragement from Parents/Relatives	243	9.5	258	9.9	109	4.3
Availability of Jobs While in School	99	3.9	137	5.2	125	4.9
Availability of Financial Aid	94	3.7	165	6.3	79	3.1
Friends Will Be There	77	3.0	183	7.0	417	16.3
Intercollegiate Athletics	72	2.8	104	4.0	140	5.5
Intramural Athletics	70	2.7	84	3.2	139	5.5
Encouragement from Teachers	62	2.4	75	2.9	64	2.5
Religious Atmosphere	55	2.1	55	2.1	318	12.5
Encouragement from College Representatives	21	0.8	35	1.3	38	1.5
Availability of College Housing	19	0.7	58	2.2	76	3.0
Sororities/Fraternities	14	0.5	45	1.7	200	7.9
Total	2,561	100.0	2,611	100.0	2,543	100.0

As was shown earlier in this report, more seniors intend to enroll in in-state institutions than in past years. A major reason for the increase of in-state attendance is the availability of low tuition and living expenses. To explain further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 18. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 19.

A very consistent pattern exists among those seniors who intend to enroll out-of-state. In all cases except Hawaii the principal reason for institutional choice was "availability of program".

For those students attending institutions within the state, the principal factors affecting institutional selection were "low tuition", "closeness to home", and "availability of program".

TABLE 18
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska Washington California Oregon Colorado Hawaii	Close to Home Availability of Program Availability of Program Availability of Program Availability of Program Geographic Location	Close to Home Geographic Location Geographic Location Geographic Location Geographic Location Geographic Location

TABLE 19
REASONS FOR SELECTING A PARTICULAR
ALASKA POSTSECONDARY EDUCATIONAL INSTITUTION

INSTITUTION	PRIMARY REASON	SECONDARY REASON
Univ. of Alaska-Fairbanks Univ. of Alaska-Anchorage Univ. of Alaska-Juneau All Community Colleges Alaska Pacific University Sheldon Jackson Alaska Business College Alaska Vocational- Technical Center	Low Tuition and Expenses Close to Home Availability of Program Close to Home Availability of Program Encouragement from Parents/Relatives Availability of Program Availability of Program	Close to Home Close to Home Close to Home Close to Home Close to Home Friends Will Be There Availability of Jobs Close to Home

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 20, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Four out of five of the students responding to this survey are aware of the program.

TABLE 20
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Fell Grant	389	11.1	152	4.3	15.4
GSL (Guaranteed Student Loan)	1,187	33.8	375	10.7	44.5
Alaska State Student Loan	1,309	37.3	1,502	42.8	80.1
Native Corp. Assistance	956	27.3	180	5.1	32.4
CETA	1,171	33.4	119	3.4	37.8
BIA	950	27.1	159	4.5	31.6
ROTC	1,708	48.7	104	3.0	51.7
SEIG (State Educational Incentive Grant)	539	15.4	121	3.5	18.9

Plans to Return to Alaska. Those seniors planning postsecondary education of Alaska were asked if they planned to return to the state after completing their schooling. In 1980-81, 72.2 percent indicated that they did plan to return to Alaska. The percentage decreased slightly to 69.1 percent in 1981-82 but increased almost 10 points to 77.6 percent this year. There remains, however, a strong relationship between the distance one intends to go away from the state and the intention to return after schooling. A regional distribution is presented in Table 21 which indicates that, in general, the propensity to return decreases as the student attends school farther away from Alaska.

TABLE 21
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE
"OUTSIDE" BY REGION OF ATTENDANCE* AND BY
INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT
Northwest	75.3
West	68.8
Southwest	63.5
Midwest	63.0
South	54.3
Southeast	40.6
East	71.4
Northeast	54.1

* REGIONS: Northwest: WA, OR, ID, MT; West: CA, HI, NV, UT, CO, WY;
Southwest: AZ, NM, TX, OK; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO,
IL, IN, OH; South: FL, GA, AL, MS, LA, AR; Southeast: VA, NC, SC,
TN, KY; East: PA, NJ, MD, DE, WV, DC; Northeast: ME, VT, NH,
NY, MA, CT, RI.

SUMMARY

Alaska's high school seniors have now responded to six consecutive annual surveys. Responses have been generally consistent over the six-year period, and support the following conclusions.

1. Most seniors are generally quite satisfied with their high school experiences. Those particular areas which have received the highest number of "outstanding" marks are counseling and guidance services and athletic and recreational facilities. Compared to last year, there was a decline in the percentage of seniors expressing satisfaction with their overall high school experience, from 90 to 83 percent. It remains to be seen if this represents a trend.
2. Seniors from small schools are not as satisfied with their high school experience as seniors from large schools. This is particularly evident when considering variety of courses and library and learning center facilities.
3. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans.
4. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.
5. Proportionately, considerably fewer seniors from small schools plan to attend four-year colleges than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large schools.

6. The percentage of students who choose to remain in Alaska for postsecondary education has increased in the past three years. Another way to look at this statistic is to say that, although a majority of seniors still go "outside" for their schooling, the percentage of students leaving the state is continuing to diminish.

7. There does not seem to be a direct correlation between grades earned in high school and geographic choice. Although many students in all grade categories are drawn "outside", the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional reputation and availability of programs are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

8. Regardless of the grades they earned in high school, seniors choose particular out-of-state educational institutions primarily because of the availability of certain programs. Students choose particular Alaskan institutions because of availability of programs and proximity.

9. The University of Alaska's Fairbanks and Anchorage campuses continue to be the top choices for those students who remain in Alaska for further schooling; again this year over 50 percent of in-state students indicated that they plan to attend one of these institutions.

10. Approximately 16 percent of students remaining in Alaska plan to attend vocational-technical and private proprietary schools. Those institutions with the greatest drawing power are Alaska Business College and Alaska Vocational Technical Center at Seward.

11. A high proportion of the seniors planning to attend school out-of-state also plan to return to Alaska after completing their schooling. This proportion has increased dramatically over last year.

Future surveys will ascertain if this upward trend will continue.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A

1982-83 ALASKA HIGH SCHOOL SENIOR SURVEY



Alaska High School Senior Survey 1982-83

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please complete this survey as honestly as possible. Do not write your name or other identifying information on this survey. Postsecondary education is defined as any type of education beyond high school.

For each question, select the response that best describes you. Write the number of your response in the space provided with the answer. Do not sign your name.

1. What is your sex?
1. Male
2. Female
2. How do you describe yourself? (Choose only one.)
1. Alaska Native
2. American Indian
3. Caucasian
4. Hispanic
5. Black
6. Other
3. What category best describes your total family income?
1. Under \$8,000
2. Between \$8,000 and \$15,000
3. Between \$15,000 and \$25,000
4. Between \$25,000 and \$40,000
5. Over \$40,000
4. What category best describes your present level of education?
1. Did not graduate from high school
2. Graduated from high school
3. Attended college
4. Graduated from college
5. Graduate from a two-year college
6. Graduate from a four-year college
7. Father
8. Mother

RESPONSE
(Enter 1 or 2)

RESPONSE
(Enter 1, 2,
3, or 4)

There are a number of financial aid programs offered to Alaska students. Select the program by using the following code:

1. I am not aware of this financial assistance program.
 2. I am aware of this financial assistance program.
 3. I am aware of this program and plan to use it.
- A. Pell Grant Program (BEOG)
B. GSE (Guaranteed Student Loan Program)
C. Alaska State Student Loan Program
D. Native Corporation Student Financial Aid
E. CEFA (Comprehensive Employment Training Act)
F. BIA (Bureau of Indian Affairs) Financial Assistance
G. ROTC (Reserve Officer Training Corps) Financial Assistance
H. SEIG (State Educational Incentive Grant Program)
I. Other Financial Aid Program (Specify)

RESPONSE
(Enter 1, 2,
or 3)

*POST-SECONDARY EDUCATION is defined as any organized education, learning or training experience beyond high school.

PLACE 1 IN THE RESPONSE SPACE FOR "YES" AND 2 FOR "NO" for questions 6 through 10.

6. English is the language most frequently spoken in my home.
7. I have had the following employment experiences:
- A. held a regular part-time job while in school.
 - B. held a full-time job during the summer.
 - C. participated in work-study or distributive education while in school.
 - D. supervised the work of others.
 - E. never worked.
8. I need assistance in the following educational areas:
- A. expressing my ideas in writing.
 - B. improving reading speed or comprehension.
 - C. improving math skills.
 - D. deciding on a career, occupation or educational plans.
9. I plan to take or have already taken the ACT (American College Testing Program).
10. I plan to take or have taken the SAT (Scholastic Aptitude Test).

RESPONSE
(Enter 1 or 2)

11. Please indicate what grades you received in high school. (Place the appropriate number in the space provided.)

- 1. Mostly A's 3. Mostly C's
- 2. Mostly B's 4. Mostly below C's

12. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking, not what you have heard from others.

- 1. Outstanding 3. Poor
- 2. Average 4. Not provided (Not applicable)

RESPONSE
(Enter 1, 2, 3 or 4)

- B. Quality of instruction
- C. Counseling or guidance
- D. Special help or programs for students
- E. School rules, regulations and discipline
- F. Assignment of grades or marks
- G. Athletic or recreational facilities
- H. Library and learning centers
- I. Laboratory facilities
- J. Vocational training (industrial, business, home economics, etc.)
- K. Satisfaction with your high school experience overall

RESPONSE
(Enter 1, 2, 3 or 4)

13. What are you most likely to be doing this time next year?

Use the following list to indicate your response. (Choose only one answer.)

1. Don't know yet.
2. Join the military.
3. Get a full-time job.
4. Become a full-time homemaker.
5. Enter into apprentice training.
6. Attend a vocational-technical school.
7. Attend a four-year college.
8. Attend a two-year college.
9. Other: _____ (Please specify).

14. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 4 of this survey.

- A. My first occupational choice is _____
- B. My second occupational choice is _____

IF YOU DO NOT PLAN TO GO ON FOR MORE SCHOOLING, SKIP THE REST OF THE SURVEY.

RESPONSE
(Enter 10-99)

15. Using the code found in Table B on page 4 of the survey, indicate by number the state in which you plan to attend a postsecondary institution.

RESPONSE
(Enter 1-52)

16. If your answer was Alaska in question 15, indicate which Alaskan institution you plan to attend by using the list in Table C on page 4 of the survey. (If you are not going to school in Alaska, skip this question) ..

RESPONSE
(enter 1-22)

17. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one **least** important reason for your choice.

- A. Most important reason for my selection.
- B. Second most important reason for my selection.
- C. **Least** important reason for my selection.

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student organizations on campus
3. Geographic location/weather/climate
4. Encouragement from parents/relatives
5. Encouragement from teachers/principal/counselor
6. Encouragement from college representative
7. Availability of jobs while in school
8. Low tuition and living expenses
9. Reputation or prestige of school

10. Availability of program
11. Availability of financial aid
12. Close to home
13. Religious atmosphere
14. My friends will be there
15. Availability of campus housing
16. Intercollegiate athletic program
17. Other (please specify)

RESPONSE
(enter 1 or 2)

18. Do you plan to live in Alaska upon completion of your chosen program?

1. Yes 2. No

TABLE A
LIST OF OCCUPATIONAL CHOICES

PLEASE CHOOSE THE NUMBER OF YOUR FIRST AND SECOND OCCUPATIONAL CHOICE FROM THE LIST BELOW. SELECT THE OCCUPATIONAL AREA THAT BEST FITS YOUR GOALS, AND FILL IN THE RESPONSE BLANKS ON PAGE 3 OF THE SURVEY WITH THE NUMBERS YOU HAVE SELECTED.

- | | |
|--|--|
| 10. AGRICULTURE OR ANIMAL SCIENCE | 47. DATA PROCESSING |
| 11. FORESTRY SCIENCE | 48. COMPUTER SYSTEMS ANALYSIS |
| 12. FORESTRY PRODUCTION & PROCESSING | 50. FOREIGN LANGUAGE HUMANITIES |
| 13. NATURAL RESOURCE MANAGEMENT | 51. RELIGIOUS STUDIES, THEOLOGY |
| 14. FISHERIES SCIENCE | 55. HOME ECONOMICS, FAMILY LIFE SKILLS |
| 15. COMMERCIAL FISHING | 60. TRADE & VOCATIONAL, GENERAL |
| 16. SEAFOOD PROCESSING | 61. AVIATION TECHNOLOGY |
| 20. ARCHITECTURE | 62. AUTO REPAIR (ENGINE & BODY) |
| 21. INTERIOR DESIGN | 63. CARPENTRY & CONSTRUCTION |
| 24. LIFE SCIENCE, GENERAL (ANATOMY, BACTERIOLOGY, BIOLOGY, BOTANY, ECOLOGY, GENETICS, MARINE BIOLOGY, ZOOLOGY, ETC.) | 64. DIESEL TECHNOLOGY |
| 25. COMMUNITY OR SOCIAL SERVICES (LAW ENFORCEMENT, FIRE PROTECTION, PUBLIC ADMINISTRATION, SOCIAL WORK, PARKS AND RECREATION MANAGEMENT, ETC.) | 65. ELECTRICITY (HOUSE WIRING) |
| 26. LAW | 66. HEAVY EQUIPMENT OPERATIONS |
| 27. SOCIAL SCIENCES (ANTHROPOLOGY, ARCHAEOLOGY, CRIMINOLOGY, ECONOMICS, HISTORY, POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, ETC.) | 67. WELDING & METAL FABRICATION |
| 30. BUSINESS & COMMERCE, GENERAL | 68. COSMETOLOGY |
| 31. ACCOUNTING | 69. AVIATIONAL ASSOCIATED CAREERS (COMMERCIAL PILOT, STEWARDESS, ETC.) |
| 32. ADVERTISING | 75. ELEMENTARY AND/OR SECONDARY EDUCATION |
| 33. BANKING | 80. ENGINEERING, GENERAL |
| 34. BUSINESS AND ACCOUNTING | 81. AEROSPACE ENGINEERING |
| 35. OFFICE OCCUPATIONS | 82. ELECTRICAL ENGINEERING |
| 36. RECREATION & TOURISM | 83. MECHANICAL ENGINEERING |
| 37. TRANSPORTATION & PUBLIC UTILITIES | 85. FINE OR APPLIED ARTS, GENERAL |
| 40. COMMUNICATIONS, GENERAL | 86. COMMERCIAL ARTS |
| 41. JOURNALISM | 87. MUSIC |
| 42. BROADCASTING (RADIO & TV) | 88. DRAMA |
| 43. ADVERTISING | 90. HEALTH PROFESSION, GENERAL |
| 45. COMPUTER & INFORMATION SERVICES | 91. NURSING |
| 46. COMPUTER PROGRAMMING | 92. DENTISTRY |
| | 93. MEDICAL, M.D. |
| | 94. CHIROPRACTIC |
| | 95. MENTAL HEALTH |
| | 96. PHYSICAL SCIENCE, GENERAL (GEOLOGY, PHYSICS, OCEANOGRAPHY, MATHEMATICS, CHEMISTRY, ETC.) |
| | 99. OTHER |

TABLE B
LIST OF STATES

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 14 ON PAGE 3 OF THE SURVEY. INDICATE IN WHICH STATE YOU PLAN TO ATTEND POSTSECONDARY INSTITUTION.

- | | | |
|-------------------------|--------------------|--------------------|
| 1. ALABAMA | 19. LOUISIANA | 36. OHIO |
| 2. ALASKA | 20. MAINE | 37. OKLAHOMA |
| 3. ARIZONA | 21. MARYLAND | 38. OREGON |
| 4. ARKANSAS | 22. MASSACHUSETTS | 39. PENNSYLVANIA |
| 5. CALIFORNIA | 23. MICHIGAN | 40. RHODE ISLAND |
| 6. COLORADO | 24. MINNESOTA | 41. SOUTH CAROLINA |
| 7. CONNECTICUT | 25. MISSISSIPPI | 42. SOUTH DAKOTA |
| 8. DELAWARE | 26. MISSOURI | 43. TENNESSEE |
| 9. DISTRICT OF COLUMBIA | 27. MONTANA | 44. TEXAS |
| 10. FLORIDA | 28. NEBRASKA | 45. UTAH |
| 11. GEORGIA | 29. NEVADA | 46. VERMONT |
| 12. HAWAII | 30. NEW HAMPSHIRE | 47. VIRGINIA |
| 13. IDAHO | 31. NEW JERSEY | 48. WASHINGTON |
| 14. ILLINOIS | 32. NEW MEXICO | 49. WEST VIRGINIA |
| 15. INDIANA | 33. NEW YORK | 50. WISCONSIN |
| 16. IOWA | 34. NORTH CAROLINA | 51. WYOMING |
| 17. KANSAS | 35. NORTH DAKOTA | 52. FOREIGN |
| 18. KENTUCKY | | |

TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 15 ON PAGE 4 OF THE SURVEY. INDICATE WHICH ALASKA INSTITUTION YOU PLAN TO ATTEND.

- | | |
|--|---|
| 1. ALASKA BIBLIC COLLEGE | 12. KOEHLER TECHNICAL CENTER |
| 2. ALASKA BUSINESS COLLEGE | 13. KUSKOKWIM COMMUNITY COLLEGE |
| 3. ALASKA PACIFIC UNIVERSITY | 14. MATANUSKA-SUTINA COMMUNITY COLLEGE |
| 4. ALASKA VOCATIONAL TECHNICAL CENTER, ANCHORAGE | 15. NORTHWEST COMMUNITY COLLEGE |
| 5. ANCHORAGE COMMUNITY COLLEGE | 16. PRINCE WILLIAM SOUND COMMUNITY COLLEGE |
| 6. CHUKCH COMMUNITY COLLEGE | 17. SHELDON JACKSON COLLEGE |
| 7. EXTENSION CENTER NEAR HOME | 18. SLEIKA COMMUNITY COLLEGE |
| 8. HILCHISON CENTER CENTER | 19. TANANA VALLEY COMMUNITY COLLEGE |
| 9. KENAI PENINSULA COMMUNITY COLLEGE | 20. TECHNICAL INSTITUTE, BUSINESS OR TRADE SCHOOL |
| 10. KETCHIKAN COMMUNITY COLLEGE | 21. UNIVERSITY OF ALASKA, ANCHORAGE |
| 11. KODIAK COMMUNITY COLLEGE | 22. UNIVERSITY OF ALASKA, FAIRBANKS |
| | 23. UNIVERSITY OF ALASKA, JUNEAU |

APPENDIX B
SELECTED DATA TABLES

TABLE 22
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,836	52.4
Female	1,642	46.8
No Response	27	0.8
TOTAL	3,505	100.0

TABLE 23
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	787	22.5
Black	105	3.0
Oriental	61	1.7
Caucasian	2,345	66.9
Hispanic	42	1.2
Other	133	3.8
No Response	32	0.9
TOTAL	3,505	100.0

TABLE 24
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under \$8,000	303	8.6
\$8,000 to 14,999	339	9.7
\$15,000 to 24,999	538	15.4
\$25,000 to 39,999	805	23.0
\$40,000 or over	1,169	33.4
No Response	351	10.0
TOTAL	3,505	100.0

TABLE 25
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	3,190	91.0
Other	295	8.4
No Response	20	0.6
TOTAL	3,505	100.0

TABLE 26
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
Part-Time Job	2,423	69.1	1,040	29.7	42	1.2	3,505	100.0
Full-Time Summer Job	2,647	75.5	817	23.3	41	1.2	3,505	100.0
Work Study	1,109	31.6	2,302	65.7	94	2.7	3,505	100.0
Supervised Others	1,442	41.1	1,977	56.4	86	2.5	3,505	100.00
No Work Experience	322	9.2	2,992	85.4	191	5.4	3,505	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	744	21.2	2,215	63.2	466	13.3
Quality of Instruction	830	23.7	2,365	67.5	228	6.5
Counseling Services	1,212	34.6	1,596	45.5	501	14.3
Special Help, if Needed	796	22.7	1,820	51.9	446	12.7
School Rules and Discipline	685	19.5	1,857	53.0	849	24.2
Grades, Marks, and Promotion	529	15.1	2,630	75.0	286	8.2
Athletic & Recreation Facilities	1,206	34.4	1,710	48.8	475	13.6
Library & Learning Centers	1,001	28.6	1,886	53.8	473	13.5
Vocational Training	981	28.0	2,152	61.4	285	8.3
Overall Satisfaction	1,066	30.4	1,857	53.0	344	9.8

TABLE 28
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under \$8,000	167	124	176	115	201	93	187	109
\$8,000 to \$14,999	154	175	159	172	194	137	195	135
\$15,000 to \$24,999	214	316	231	300	282	249	276	254
\$25,000 to \$39,999	294	495	317	471	380	413	383	408
\$40,000 or over	388	752	416	724	516	637	573	612
No Response	145	196	144	199	182	162	160	182

TABLE 29
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	216	39.6	330	60.4	546	100.0
Mostly B's	768	47.3	856	52.7	1,624	100.0
Mostly C's	765	64.7	418	35.3	1,183	100.0
Below C's	82	76.6	25	23.4	107	100.0
No Response	5	27.8	13	72.2	18	100.0
TOTAL	1,836	52.7	1,642	47.2	3,478	100.0

TABLE 30
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	HAWAIIAN NATIVE		BLACK		CAUCASIAN		OTHER	
	NO.	%	NO.	%	NO.	%	NO.	%
Mostly A's	75	9.5	7	6.7	427	18.2	35	14.8
Mostly B's	377	47.9	30	28.6	1,113	47.5	102	43.2
Mostly C's	302	38.4	62	59.0	743	31.7	74	31.4
Below C's	26	3.3	6	5.7	55	2.3	21	8.9
No Response	7	0.9	0	0.0	7	0.3	4	1.7
TOTAL	787	100.0	105	100.0	2,345	100.0	236	100.0